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Approximately 90 percent of the world's communication is oral. Listening and speaking skills are thus essential for the effectiveness of interchange of ideas. These skills can be taught both overtly and covertly by the teacher who is familiar with them. These skills can often be taught in conjunction with other activities and with such directly related activities as social courtesies, conversation, telephoning, discussions (interviewing, round table, panels, forums, symposia, parliamentary procedures, and debates), talks and reports, storytelling, oral reading, and choral speaking. Also used profitably are such interrelated activities as making use of the tape recorder, or group book reports. Instruction in voice and articulation requires that the teacher be able to perform well the skills which he is endeavoring to impart to his students. Evaluation is the process of analyzing what has been done to determine whether the activities undertaken have accomplished what the students and teacher intended. A categorized bibliography is intended.

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THE ARLINGTON COUNTY PUBLIC SCHOOLS

(Work Copy)

SECTION ON ORAL COMMUNICATION
# of the
TENTATIVE INSTRUCTIONAL GUIDE
for
LANGUAGE ARTS

Kindergarten Through Grade Six

ARLINGTON COUNTY SCHOOL BOARD

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August 1961
Arlington, Virginia

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FOREWORD

The Language Arts Guide, when completed, will include sections on listening, speaking, reading, and writing. The common purpose of each of these arts is the exchange of ideas. Each contributes to the other. Each is closely related to the other. Each, in turn, makes its own distinct contribution.

The preparation of this guide is the result of a request made in the Teachers Council on Instruction in 1957-58 to revise the Tentative Language Arts Guide published in 1953. Revision was begun in 1958 when schools volunteered to review and extend the various sections. Committees worked together to coordinate the material submitted.

In 1960 a permanent Language Arts Committee was established to guide the language arts program. This group is continuing the work on the final revision by coordinating the sections prepared by committees on written expression, oral communication, and reading.

The Oral Communications section has been developed to assist the classroom teacher in planning an effective language arts program in the areas of listening, speaking, and voice and articulation. It is intended to establish goals and to provide a framework for individual planning. Flexibility and creativity in the implementation of this program are encouraged. Teachers are urged to use the guide and to contribute suggestions for its improvement.

The guide represents the work and thoughts of many children, teachers, principals, and supervisors of Arlington County. Appreciation is extended to them.

Committee members are as follows:

1960-61

Genevieve Allen	Barrett
Sally Ames	Taylor
Bessie Balthrop	Drew Annex
Virginia Brown	Speech Department
Margaret Calhoun	Librarian
Katherine Clay	Monroe
Orleta Coston	Jackson
Patsy Cottrell	Clay
Edwina Deans	Elementary Supervisor
Olivia Elder	Elementary Supervisor
Jean Ervin	Speech Supervisor
Dorothy Flowers	Clay
Grace Hildebrand	Elementary Supervisor
Ethel Hoyer	Madison
Rebecca Mauzy	Henry
Pauline Shapiro	Page
Beatrice Welton	Henry
Edna Wheeler	Taylor
Irene Young	Principal, Abingdon

Summer, 1961

Genevieve Allen	Barrett
Catherine Bender	Librarian
Olivia Elder	Elementary Supervisor
Grace Hildebrand	Elementary Supervisor
Rebecca Mauzy	Henry
Aileen Stowe	Randolph
Beatrice Whelton	Henry
Edna Wheeler	Taylor

HOW TO USE THE GUIDE

Resources

This section of the guide has been developed to help each teacher plan a program in oral communcation which will best suit his group. It should be considered as a resource along with:

The other tentative sections of the language arts guide
State-adopted textbooks
Publications listed in the Bibliography
Other professional publications
Audio-visual aids

Textbooks

An attempt has been made to avoid duplicating textbook information. The D. C. Heath series, English Is Our Language, is being distributed this year, along with single copies of other state-adopted texts. The teacher is urged to become acquainted with and use suggestions in any or all of the teachers' manuals and not feel bound by one textbook.

Bibliography

The Bibliography includes only recent publications. All books listed can be secured from the Professional Library. Many are available in individual school libraries. In addition to publications listed, school libraries have other excellent resources for choral reading, dramatization, storytelling, and the other language arts areas. The card catalogue in each school library lists audio-visual aids available.

Activities

A limited number of activities have been listed in the guide. It is hoped they will be tried and, in turn, will stimulate other activities.

Abilities to be developed

The abilities to be developed in each section of the guide are not graded because it is felt that, to varying degrees, the same abilities are desirable in kindergarten as in the sixth grade. The teachers' manuals of the state-adopted text list skills and abilities for each grade level.

Evaluation of the guide

A continuous evaluation will help both the teacher and the Language Arts Committee. As the guide is used, the teacher is encouraged to make notes and comments in the margin to be used on an evaluation form that will be sent out later in the year. Specific suggestions regarding audio-visual aids, especially the tape recorder and television, will assist the committee.

> "Nature has given us one tongue but two ears, that we may hear from others twice as much as we speak."

ORAL COMMUNICATION

Introduction

It is estimated that ninety percent of the world's communication is oral. This make it tremendously important that the development of oral communication skills receive a rightful place in the total school program. Most children come to school with a well developed set of oral communication skills. These skills become the basic medium of instruction through the early years. Good habits of listening and speaking form the basis for good total language development.

Listening and speaking operate together and complement each other. As a child grows in one, he grows in the other, gradually attaining proficiency in both. Effective oral communication places responsibility on both the speaker and the listener. For every speaker, there must be a listener and the listener, in turn becomes a better speaker for having listened well to the speech of others.

Purposeful speaking and listening center about the exchange of ideas. The child speaks because he has something to say; his message is of prime consideration. His listeners have good reason to listen because they expect some interesting information or anticipate amusement or suspense.

LISTENING

> "Know how to listen and you will profit/
> Even from those who talk badly."
> Plutarch

What listening is

Listening, in modern words, is "tuned-in hearing." It is getting thought from the spoken word. It is relating, interpreting, and reacting to what is heard in terms of one's own experience. The teacher helps the child realize that effective listening involves thinking as he listens. True listening demands disciplined attention.

Although listening is not a subject taught independently, it permeates the entire school day. The elementary child spends from one-half to two-thirds of his day in listening. He listens to instructions, to conversations and discussions, to reading, to music, to unrelated noises, to reports and explanations.

Levels of listening

Ruth Strickland suggests a number of levels of listening. Awareness of these levels on the part of both teacher and child provides a means of improving listening habits. The list progresses from less mature to more mature levels and includes:

Little conscious listening and then only when interest is closely related to the self: easily distracted by people and things in the environment.
Half listening: holding fast to own ideas and waiting to insert them at the first opportunity.
Listening passively: apparent absorption but little or no reaction.
Off again--on again listening: mentally entering into what is said if and when it is closely related to own experience.
Listening: responding with items from own experience as result of associations brought to mind.
Listening: some reactions through questions or comments.
Listening: some genuine emotional and mental participation.
Listening: a meeting of minds.[1]

---

[1] Strickland, Ruth. The Language Arts in the Elementary School, D. C. Heath and Company, Boston, 1957, p. 119.

The role of the teacher

The teacher expects effective listening to develop slowly and to vary with individual children. He shows his high regard for listening by:

- the example he sets as a good listener
- his respect for what the child says
- the provisions he makes for listening experiences
- the atmosphere he fosters in the classroom
- the balance he offers in reading, writing, speaking, and listening

Factors influencing listening

The child's listening is influenced by:

- his background experience
  Much of a child's learning at the time he enters school is the result of experiences in listening and speaking. He has acquired some good listening habits and some habits which need improvement. He has learned to disregard talk that does not interest him or talk that is beyond his understanding.

- his physical, mental, and emotional condition
  His hearing, his maturity, his stability, his concentration, his ability to relate to others affect his listening.

- the climate within the classroom
  The atmosphere which is relaxed and free from tensions promotes curiosity and the desire to learn. A child should feel free to question and share in all classroom activities without the fear of making mistakes.

- the physical condition of the classroom
  The child listens with both his ears and his eyes; therefore, the seating should be arranged so each child is able to see and hear. Bulletin boards, exhibits, and displays should provide material to encourage the child's thinking. Effective use of bulletin board and wall space demands change at appropriate intervals.

The child listens only when he has a genuine purpose for listening. Understanding this purpose in each listening experience helps him to participate actively and to relate his behavior to the situation. **Purposes for listening**

- He listens accurately:
  - to get information
  - to get main ideas, details, directions
  - to exchange experiences

- He listens critically:
  - to evaluate opinions and attitudes
  - to evaluate for accuracy, clarity, and completeness
  - to differentiate between truth and fallacy

- He listens appreciatively and creatively with genuine mental and emotional participation :
  - for mood
  - for feeling
  - for enjoyment
  - for beauty and rhythm

LISTENING ABILITIES

The development of listening abilities is begun in the early grades and is continued at increasingly higher levels. Courtesy, attention, and alertness are essential to their development. The abilities are grouped according to the basic purposes for listening.

Listening accurately
- to identify sounds
- to recall and reproduce sounds
- to give close attention over a gradually longer span of time
- to receive messages
- to get the main idea
- to follow directions
- to determine answers to specific questions
- to listen to a question for the purpose of answering
- to select details
- to determine sequence of ideas
- to follow logically points made by a speaker
- to make a mental outline
- to summarize

Listening critically
- to detect likenesses and differences
- to relate to one's own experience
- to distinguish between fact and fiction
- to distinguish variations of meaning and expression
- to select pertinent ideas and facts
- to identify varied points of view
- to distinguish between fact and opinion, truth and superstition, relevant and irrelevant information
- to draw conclusions
- to predict outcomes

Listening appreciatively and creatively
- to develop mental imagery
- to detect rhymes, mood, and feeling
- to hear colorful and vivid words
- to appreciate and interpret literature
- to enrich vocabulary
- to enrich one's experience
- to feel with the speaker his enthusiasm, mood, emotion

LISTENING ACTIVITIES

If the child is to develop his listening ability he must be guided into effective listening. The teacher helps him to understand the purposes for which he listens through directions, questions, and explanations of the activity. The sample activities listed in this section can be adapted to abilities and grade levels other than those indicated. An excellent source of listening activities is Listening Aids Through the Grades by David H. and Elizabeth F. Russell (available from the Professional Library).

At each grade level it is important that the teacher and the group cooperate in setting up standards for listening situations. These standards should become more meaningful as they are discussed and practiced in relation to everyday needs.

Listening to identify sounds

K-3 Ask children to sit quietly for two minutes and listen to all the sounds in the room, hall, and outdoors. At the end of two minutes, see how many sounds children can identify, such as,someone walking in the hall, a car horn blowing, a clock ticking, a dog barking, birds chirping.

K-3 Ask children to listen for sounds in home or neighborhood and describe them to the class. Possibilities are:

- the bell on the ice cream truck
- the buzz of an electric saw, lawn mower
- the whirr of a vacuum cleaner
- the click of typewriter keys
- the whistle of the tea kettle

K-3 Ask children to close their eyes and identify sounds such as:

- crushing paper
- knocking on a door
- tapping on glass
- tapping on desk with pencil
- clapping hands
- whistling

K-1	Ask a child to imitate the sounds for each of these pairs: a mother hen--a little chicken a big cat--a little kitten a mother dog--a puppy	Imitating sounds
K-3	Let children imitate families of sounds such as: animals: cat, horse, duck, pig, cow insects: bee, cricket, locust vehicles: car, airplane, train, boat, tractor nature: wind, rain, water, thunder machines: mixer, fan, hammer, sewing machine	
K-6	Beat a rhythmic pattern on a drum. Ask children to respond by clapping the rhythm. The pattern can increase in difficulty.	
K-3	Encourage children to describe the sound of an airplane, fire engine, or train, when it is far away, as it comes closer, and as it gradually fades away.	Listening for likenesses and differences in sound
2-3	Ask the child to imitate the sound of a dog that is hurt, hungry, happy, sad, frightened, winded.	
K-6	Play two notes on the piano, pitch pipe, autoharp, or xylophone. Ask children to listen and determine whether the first or second note is higher. Start with gross differences and progress to notes closer together in pitch.	
K-3	Stand in a circle. The leader says, "When I give the direction 'You must', follow the direction; but when I omit 'You must', do not follow the command." "You must raise your right hand." "You must stamp your left foot." "Raise both hands."	Listening to follow directions and recall
4-6	Make a list of six things that can be done in the order given. The leader reads his list and calls on someone to do the things in the same order. Open the door. Bring me a blue crayon. Give Mary a pair of scissors. Empty the pencil sharpener. Open a window. Skip to the board.	

Listening for main ideas, to get details, or to outline

K-6 Read short, simple, unfamiliar stories found in readers or short story collections. Children listen to make up titles for each story or to retell the plot in one sentence.

2-6 List questions before reading a selection to children to develop readiness for getting details.

3-6 Read aloud the conversational parts of a story to help children listen for dialogue or for characterization. Choose stories that show marked differences in the persons or animals speaking.

3-6 Read a simple story of three or four well defined parts for selecting the main ideas or beginning outlining. An example is Aesop's "The Lion and the Mouse" in which the lion catches the mouse, the mouse promises to help the lion, the lion is caught, and the mouse frees the lion. Another good choice is the Irish folk tale, "Stone Soup."

4-6 Type and cut into parts a classical story. Distribute the portions to the members of the class. Read the first part of the story while the class listens. Ask the member who has the part that tells what happens next to read it. Continue in the same manner until the story is complete.

2-4 Give these directions to pupils who have paper and pencil:

"Listen to this series of numbers and write the third one:

5--9--4--2--7."

"Listen to this series of numbers and write the one that is the largest:

6--2--7--5--8--4--3."

5-6 Supply the class with a partial outline of a report that is to be given and ask the children to complete the outline. If the report is recorded, the tape will serve as a check for accuracy as pupils correct their outlines.

K-6	Read sentences, paragraphs, and short stories to children, pausing to have them supply descriptive words, phrases, conversation, actions.	Listening to supply colorful words
K-6	Give each child a blank sheet of paper and crayons. First say, "Listen carefully and do exactly what I say." Then give three or four directions. Draw a red line near the top of the page. Draw a blue cat near the middle of the page. Write the first letter of your name. Expect the child to carry out instructions without repeating them. Increase the number of directions as skill develops. Adapt the exercise for lists of words or series of numbers to be written.	Listening for detail
4-6	Adapt the following game to social studies, science field trips, map reviews, anticipated events. First child: "This morning at the Smithsonian I saw a dinosaur--" Second child: "This morning at the Smithsonian I saw a dinosaur and an Egyptian mummy--" The game continues with each child repeating all that has been said and adding one item of his own. Children who miss drop out of the game. Other suggestions are: "When we have our picnic, I will bring--" "When we studied the map of Europe, I observed the Alps in Italy--"	Listening for facts and details, to reproduce and recall
K-3	Play a record of a story. When the children have listened to the record, ask each child to divide a sheet of paper into equal sections and draw the sequence of events from the story.	Listening for sequence of ideas
K-6	Ask one child to make up a story and stop at a critical point and ask another child to continue with some logical sequence of events.	
3-6	Read a poem or short selection rich in imagery while children listen with closed eyes, visualizing as many of the persons, places, or things as their experience allows	Listening for mental imagery

4-6	Give the children a blank piece of paper and ask them to divide it into four equal parts. Tell them to listen carefully, so they can illustrate each sentence you say. Make it simple--no adjectives or descriptive phrases at first; with each sentence add several descriptive words or phrases. 1. A man stood near a house. (Pause, allow time for drawing picture number 1.) 2. A tall slender man stood near a ranch house. (Picture number 2 is drawn.) 3. A tall slender man with a beard stood near an old ranch house with broken windows. 4. A tall slender man with a beard stood in the rain near an old ranch house with broken windows.	Listening for mental imagery
3-6	Tell part of a story, stopping at the climax. Encourage children to suggest a happy ending, a sad ending, a surprise ending, a disappointing ending. The ending may be told, written, or acted out.	Listening to predict outcome for mood and feeling
K-3	Encourage children to listen to several weather reports the same evening. Follow the next day with a discussion drawing conclusions such as, the weather report changes from one hour to another; weather reports are not always accurate.	To draw conclusions
5-6	Ask class to listen to a news or special events telecast. Choose three or four children to report to the class the next morning. Have the reporters wait in the hall for their turns so they will not hear each other. Let the class decide which was most accurate.	To listen accurately
5-6	Ask different children to listen to different commentators reporting a particular news event. Compare the reports for similarity or difference of details or points of view.	
3-6	Have children listen to a speech or the news report of a special event. Ask certain children to report to the class while the rest of the class listens to check for the main idea or sequence of events.	To listen for main idea and sequence of events
3-6	Compare the difference between SEEING AND HEARING and HEARING only by planning with children for listening to a sports broadcast on the radio and watching the same event on television. Discuss the methods of reporting, accuracy of the accounts, and the amount of information gained through each media.	Listening to compare differences in reporting

3-6	Check the listed television programs for each week with the children to become familiar with special programs that will help the group to determine specific purposes for listening. The nature of the program determines the purpose and outcome to be achieved, such as relating to one's own experience, helping to distinguish between fact and fiction, or identifying varied points of view. Teachers have found the following programs helpful for this experience: The Bell Telephone Series, Mr. Wizard, Shirley Temple Show, and Walt Disney Presents.	Choosing purposes for listening
4-6	In past years the television program known at various times as "Bold Journey," "High Roads," or "Expedition," has been an excellent source of critical listening material. The sponsors of the program cooperate with the schools by supplying in advance a teacher's review of the program, including a synopsis of the film; significant vocabulary to be introduced; desirable geographical information; preliminary map study; questions to motivate the viewing; and questions to encourage post-viewing discussion. The children can be adequately prepared for purposeful viewing and listening. Consideration should be given to the factual material presented and authenticity of geographical filming location.	Listening to select pertinent ideas and facts
K-6	Listen to a classical record for the specific purpose of determining the mood and feeling of the selection. At other times listen to the same record for one of the following purposes: rhythm repetition of pattern interpretation identification of instruments	Listening to appreciate music
K-6	A listening center has been established in the Claremont Elementary School library. The principal secured two stereohead sets, an amplifier, and a turntable. With the help of high school students he assembled this equipment for the listening center. Two children can listen to records without distracting others. The program is conducted by the librarian and at the present time is used primarily for music appreciation or listening to story records. The program suggests the possibility of use with the tape recorder as well as record player. Remedial or enrichment lessons could be taped in arithmetic, literature, spelling, speech.	A school listening center

SPEAKING

Speaking is a means by which we communicate thoughts, feelings, inquiries, and experiences. Through speaking we cause others to act or to think or to feel. It is a learned ability.

What speaking is

Speaking should receive major emphasis in the school program because of its importance in our human relationships. The teacher fosters good speech by:

The role of the teacher

speaking clearly and correctly, with poise and self-confidence

creating an accepting atmosphere that is stimulating and challenging, conducive to original, spontaneous expression

encouraging dynamic on-going interests

understanding and showing consideration for the child's background of experience, his feelings, his problems

providing appropriate and varied opportunities for the child to speak.

The four basic purposes for speaking are to inform, to entertain, to persuade, and to impress. Speech is motivated by a need to share ideas, to release or hide feelings, to influence or control what others think and feel, to seek information, to analyze and clarify ideas, to solve problems, to explain and give directions, to plan and evaluate, to show appreciation and enjoyment, to build self-respect and gain recognition.

Purposes for speaking

GENERAL SPEAKING ABILITIES

Guided development of speaking abilities starts in the kindergarten and is a continuous process. Speaking and listening abilities depend on each other. The child furthers his speaking skill as he grows in his ability to listen.

The following general abilities are derived from all speaking situations:

To use language effectively

- Use correct speech sounds
- Use correct forms
- Enunciate and pronounce correctly
- Use a variety of sentence forms
- Speak in clear accurate sentences
- Develop poise, self-respect, and confidence
- Assist speech by non-verbal forms of communication

To use voice effectively

- Speak freely and naturally
- Modify voice to express feelings or emotions
- Use a pleasing, expressive voice
- Use rhythm in speaking

To develop a good speaking vocabulary

- Use new words
- Use a rich and varied vocabulary
- Associate unfamiliar words with related words
- Use words appropriate to the occasion
- Use correct terminology

To plan and organize

- Select pertinent topics
- Have something worthwhile to say
- Select and organize information from varied resources
- State the main idea clearly
- Present ideas in logical sequence
- Keep to the point
- Exercise critical judgment
- Assume responsibility for consequence of what one says
- Be sensitive to the audience
- Use variety in presenting information

OPPORTUNITIES FOR SPEAKING

Opportunities for speaking

The teacher has the responsibility of helping the child build his oral skills so that he may express his thoughts clearly, effectively, and courteously. In his planning the teacher should take advantage of the following opportunities to give the child practice in a variety of ways of speaking:

- Social courtesies
- Conversation
- Telephoning
- Discussion experiences
  - Asking and answering questions
  - Interviewing
  - Round table discussion
  - Panel discussion
  - Forum
  - Symposium
  - Meetings
  - Debate
- Giving talks and reports
- Storytelling
- Reading aloud
- Choral speaking
- Dramatization

SOCIAL COURTESIES

The meaning of social courtesies

The development of social skills is important to a child's effective communication with other people. Social courtesies involve both what is said and how it is said. Understanding and skill in social relationships come from experience. Opportunities may be provided for the functional learning of these skills throughout the school day.

The teacher, in asking and accepting services from the child, should use words of courtesy. When the teacher is thoughtful and kind in his attitude and spoken words, the child will usually reciprocate.

Occasions for social courtesies

Some occasions for social courtesies come in:
- Greeting and saying farewell to people
- Making introductions
- Making apologies
- Accepting and rejecting invitations
- Using the telephone
- Making announcements
- Thanking the host and hostess, entertainer, or speaker

The language textbooks are helpful in suggesting practical activities and correct procedures to follow in furthering skill in social relationships.

Abilities

As a child has an opportunity to live in a group which fosters a climate for social living, certain abilities should become automatic:
- Using courteous expressions such as "Thank you," "Please," "Excuse me" in face-to-face and voice-to-voice situations
- Being a polite listener
- Taking turns in talking
- Knowing how and when to interrupt
- Disagreeing courteously
- Correcting a misstatement politely
- Taking only a fair share of time and attention
- Making people feel welcome
- Adjusting voice to the immediate need
- Being considerate of others

CONVERSATION

What it is

Conversation is talk of the moment. It may be small talk, argument, discussion of a special topic or event, or a sharing of ideas. It may be free or purposeful conversation. Participants have the opportunity to speak and listen in the same situation. Conversation is characterized by spontaniety and informality. Though it is very general in purpose, it should help a child begin to adquire the skills, attitudes, and abilities which will be useful in all forms of expression, oral and written.

The role of the teacher

The teacher helps children develop the fundamental skills and techniques of interesting, appropriate, courteous conversation by:

- providing an atmosphere conducive to conversation
- providing time in the daily schedule for conversation
- taking advantage of opportunities for conversation as they arise
- encouraging each child to become part of the conversational group
- developing skills in conversational procedure
- encouraging evaluation
- reducing self-consciousness
- encouraging wide choice of topics
- offering friendly criticism
- expressing appreciation
- avoiding rapid change from one subject to another so that conversation is eliminated
- listening to the child, accepting what he has to say

Opportunities for conversation can be found in impromptu moments, plans for the day, solving problems, sharing experiences, telephoning, reviewing daily activities.

Success in conversation depends on appealing subjects, mutual interests, pertinent well-asked questions, colorful descriptions, gracious give and take, meeting of the minds.

There are times when conversation may help a child express and release emotions and feelings. A child who seldom speaks in a more formal discussion may be one with problems who needs to talk about his troubles to an understanding listener. The teacher plays this role.

Skills and abilities in conversation

What are the fundamental skills and techniques of conversation which we are striving to develop in children through guided participation in conversation?

Introduce a subject of interest to begin a conversation.
Keep the conversation pleasant.
Know when to change the subject.
Encourage others to talk and give them the chance to enter the conversation.
Avoid interrupting others.
Be considerate in all ways at all times.
Listen to what others say.
Speak in a natural, clear voice.
Learn to disagree politely.
Know what to do when another person begins to talk at the same time.
Know when and where conversation is permitted.
Distinguish between a conversation and a discussion.

Learning about conversation

In developing skills in conversational procedure the teacher may find a discussion of the following questions helpful:

What is good conversation?
Can conversation be improved?
Why should we work to improve conversational ability?
How do you start a conversation?
How do you change the subject?
What subjects do you avoid?
How do you find a topic to interest others?
How do you show consideration for others?
How do you encourage others to participate?
When do you remain silent?

Activities

4-6 The class might discuss and dramatize appropriate conversations from the following occasions:

Learning about adapting conversation to the occasion

- A friend's grandmother is critically ill.
- A friend's parents are celebrating their twenty-fifth wedding anniversary.
- A little brother fell off his bike and was hurt.
- A friend's family is planning a summer trip to Europe.
- A friend plans to earn money cutting grass.
- A neighbor comes to call, but parents are not at home.

K-1 Arrange 4 or 5 centers of interest that allow the child to play and talk in small groups during a free activity period. Centers may include:

Free conversation

- a doll corner
- puzzle corner
- classroom pet
- library table
- a mural in progress

The teacher moves from group to group to encourage and guide the conversation. At times, these activity-conversation periods may give her an excellent opportunity to observe.

2-3 Informal activities and centers of interest continue to provide excellent opportunity for conversation. In addition, the teacher can group the children and encourage talk about home, the neighborhood, and the playground, keeping in mind that fairly immediate experiences usually stimulate conversation that is spontaneous and lively. This can be a planned activity involving the entire class, or it can be one of several activities going on at the same time. In the latter case, the teacher can bring a small group of chairs together in a corner of the room and invite all children who have something to talk about to come and join her.

K-6 When children are assembling in the morning before school begins, the playground provides a natural time and situation for free conversation. When the children enter the building and their rooms, they often have interesting bits of news to share with other children or the teacher, and some of the best conversation of the day may occur at this time.

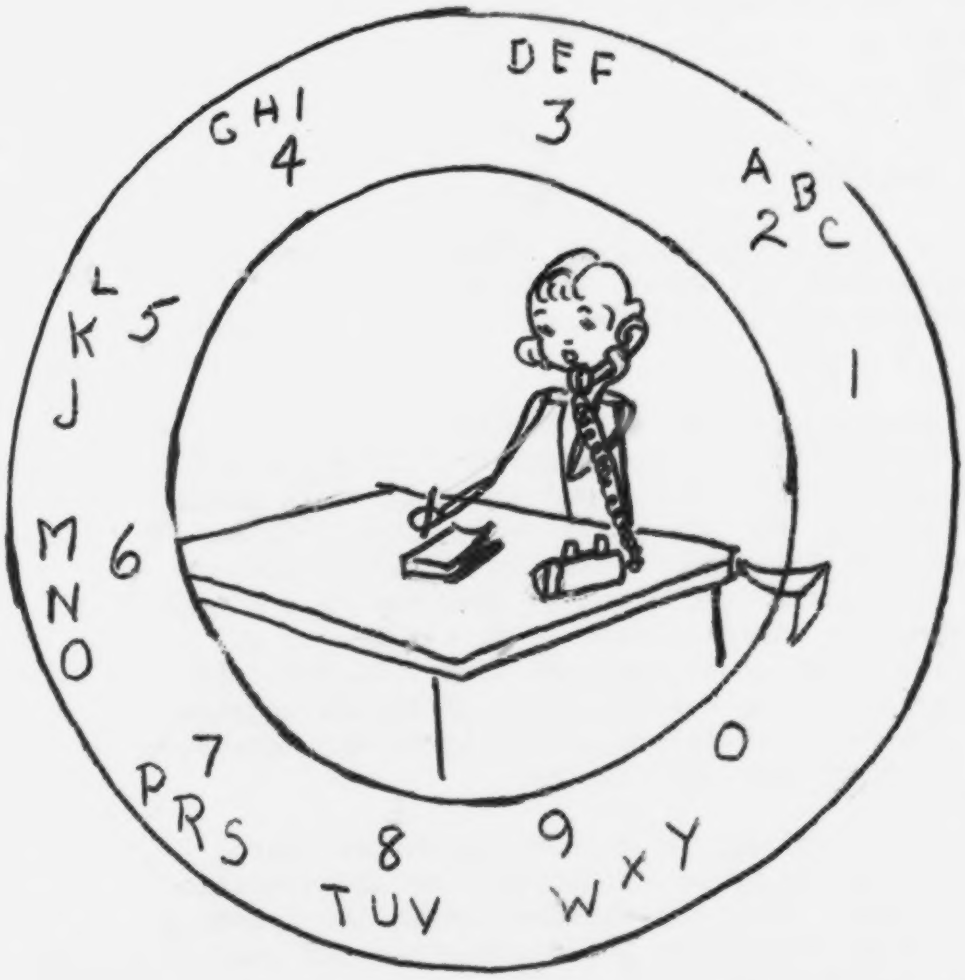
K-6 The lunch period can provide an atmosphere that is conducive to relaxed but orderly chatting. If children eat in their rooms, talk can be encouraged by arranging furniture so that 4 to 6 children may be seated together. If cafeteria facilities are available, the children may be encouraged to visit with those sitting nearby in order to keep the conversation from becoming too boisterous. The teacher may occasionally join a group. At times it is necessary to join a group to rechannel the conversation if it becomes too loud or silly.

TELEPHONING

The telephone is a widely used instrument for communication. For the most part a child will use it in a social situation. However, occasions sometimes arise when he uses it for business or emergencies. He should be prepared to receive and make telephone calls in an efficient and courteous manner.

A Voice-to-Voice Communication

Understandings and Abilities



Treat telephone with respect. (It should not be used as a plaything.)

Make proper identification.

Offer to take message.

Give concise information.

Talk clearly in natural tones.

Be courteous and considerate of other person.

Know when and how to conclude a call.

Know how to use the telephone book.

Activities

The telephone company has provided each library with a kit which includes telephones, directories, a film strip, teacher's guide, and pupil's booklets.

Placing and receiving calls

1-6 Discuss the way to place a call, how to identify the parties calling and being called, how to give concise information, and how to conclude a call. Use the telephones from the kit for practice in making different kinds of calls.

How to use the telephone directories

3-6 Get telephone directories from the kit in the library and discuss the alphabetical arrangement of each directory, how to use each directory, and where to locate emergency numbers.

Emergency telephone calls

2-6 Talk about how one should use the telephone in case of fire, illness, or accident. Use the telephones from the kit to dramatize some emergencies.

Business calls

3-6 Give children the responsibility for making class business calls, such as, arranging for a field trip, inviting a guest speaker to the classroom, ordering refreshments for a party.

5-6 Organize a telephone committee to answer calls in the school office during the secretary's lunch hour or to serve as an office assistant during the day.

3-6 Films available from the Teaching Materials Center are:
Adventures in Telezonia (18 minutes) 385 M-389, 1947
Just Imagine (10 minutes) 385 M-359, 1947
Party Lines (15 minutes) 177 M-441, 1947

DISCUSSION

What it is

Discussion takes place when two or more persons listen to one another, form ideas on what is heard, and speak their points of view. It is used as a means of planning, solving problems, answering questions, arriving at decisions, evaluating activities. It is more serious in intent than conversation. It calls for interchange of ideas and real thinking together. Because it has a definite purpose or goal it requires that the speakers make their meaning clear and that listeners give thoughtful attention to what is said. Speakers may often be challenged or asked to prove statments made.

Discussion experiences range from the informal question and answer type to the highly organized debate. The leadership role in an informal discussion often changes rapidly from one person to another. In more formal situations where a leader or a chairman is required, the leadership role shifts from the teacher to the child as he is able to assume this responsibility.

Opportunities for discussion

Opportunities for discussion can be found in :

- . asking and answering questions
- . round table discussions
- . forums
- . symposiums
- . meetings
- . debates

What are the fundamental skills and abilities which children can be expected to develop through discussions?

Skills and abilities

- Make adequate preparation before participating.
- Determine what is worthwhile to say.
- State ideas clearly and independently.
- Speak in natural, pleasant tones.
- Use appropriate vocabulary.
- Avoid repeating points already made.
- Be an active participant by telling and asking.
- Answer questions directly, thoughtfully, and courteously.
- Accept responsibility for what you say.
- React thoughtfully to differences in opinion, beliefs, and viewpoints.
- Assume leadership role.
- Help others take part in discussion.
- Keep to the subject.
- Be considerate at all times in all ways.
- Avoid unnecessary interruptions.
- Listen attentively to other participants.
- Distinguish between fact and opinion.
- Help make decisions, draw conclusions, summarize.

Activities for General Discussion

K-2 Plan a picnic through group discussion. The teacher lists on the board important points: date and hour of picnic, place, invite mother, ask mother to pack lunches. Then class dictates letter for teacher to send out to each mother.

To plan and organize

K-6 The teacher sets up two situations of a go-to-bed scene. One child is angry and upset; the other is happy. Ask class members to act out each situation. Follow with a discussion of each child's possible dreams.

To draw conclusions

2-6 A small group may read the same book or story, then have a discussion on the story. A suggested book for second grade is Harry and the Lady Next Door.

To be an active participant

3-6 Invite two or three children to preview a movie (social studies, English, arithmetic) with the teacher the day before showing it to the class. Ask the children to lead the discussion the next day after the movie has been shown to the entire class.

DISCUSSION EXPERIENCES

Asking and Answering Questions

How to answer questions

Requesting and giving information is an everyday occurrence. The child may be asked to give directions to a visitor in school, to explain a hobby or an assignment to a classmate, or to give information during a discussion. He needs to learn how to answer thoughtfully and concisely.

Tips to the child:
- Be sure to understand the question.
- Pause to think.
- Give directions or explanation in a logical way.

How to ask questions

The child naturally has asked many questions during his lifetime. He may have received satisfactory answers or he may have been brushed off. He needs to know when and how to ask questions in order to receive thoughtful courteous answers.

Tips to the child:
- Be courteous in asking questions--don't interrupt.
- Have regard for the other fellow.
- Ask for appropriate information.
- State question clearly.

The teacher's role

The teacher sets the example for asking questions by:
- asking thoughtful ones
- being sure the child understands
- showing respect for the child's response

She sets the example for answering by:
- listening attentively
- showing respect for question
- being sure child understands answer

Interviewing

Interviewing is a specialized form of gathering or furnishing information by asking or answering questions orally. It requires a high degree of pre-planning and recording.

In order to be successful:

The interviewer should	The person interviewed should
Understand the purpose of the interview	Understand the purpose of the interview
Make advance arrangements for the time and place for the interview	Have necessary information available
Introduce himself and state purpose of the interview	
Organize and ask questions in logical order	Answer questions directly, accurately, and courteously
Listen attentively and thoughtfully to answers	Listen attentively to questions
Take notes of important facts	
Check accuracy of important details with the person being interviewed	
Thank the person being interviewed and, as the occasion demands, follow with a written note	Thank the interviewer
Leave promptly and courteously when the interview is over	

Activities

5-6 Obtain information for social studies from neighbor or classmate who has lived in some other state or country.

Obtain information for social studies from a neighbor or parent who works for SEATO, Voice of America, the Agriculture Department, the Commerce Department, county or state government.

Interview a fireman, a county librarian, policeman and report to the class on how their community agencies operate.

Gather information for an article for a school paper on work done by school personnel, school sports events, festival, concert.

Record on tape a man-on-the street interview with members of the class about a special event or their reactions to school.

Discuss interviews heard on radio and TV where two or three out of a group of people are asked questions to determine their reaction to a particular event or situation. Determine the responsibilities of the interviewer and those interviewed. The class may then choose a subject, suggest questions, and conduct an interview. For example, in one classroom children evaluated their school day by letting an Inquiring Reporter ask:
. What was today's highlight for you?
. What did you enjoy the most today?
. Were there some things about today that you would change?

Conduct a job interview with children to make assignments for special school duties such as helping in the office or working with a class of younger children.

Suggested questions for interviewing children to help in the office:
    Do you take telephone messages at home?
    Do you know how to answer the telephone correctly?
    What would you say if the caller asked for the
        principal
            if he is in the office
            if he is not in the office
        asked for the secretary who is not in the office
        asked for a teacher or student
        asked for information about the school schedule?
    What record will you make of these calls?
    What should your general behavior and attitude be?
    Why would you like to do this job?

Round Table Discussion

The round table is used for small group discussions, conferences, group interviews. The participants discuss a common problem, contributing ideas in the informal, conversational manner. The group has a chairman who is a contributing member, raises the opening question, keeps the discussion on the right track, guides the discussion to a close, and summarizes from time to time. In a round table all members participate; there is no audience. Round table

Panel Discussion

The panel discussion is similar to a round table except that the discussion is usually presented for the benefit of an audience. Panel

The panel:
- consists of no fewer than three members; usually no more than six
- cooperatively and informally discusses a problem
- has a chairman.

The panel members:
- must do preliminary research on the topic
- do not deliver formal speeches
- discuss topics in give and take manner of normal conversation
- engage in free and fluent interchange of ideas and opinions.

The chairman:
- guides the discussion
- summarizes
- opens the discussion to questions from the floor.

Forum

The forum is the period of audience discussion following a panel or symposium. The chairman of the panel or symposium leads the group in free, spontaneous questions, directs the discussion and keeps it moving. Forum

Symposium

The symposium is a more formal type of discussion: Symposium

It has a chairman.
It has three or four participants.
The participants deliver prepared speeches on a selected phase of a central subject or theme.

The symposium has an accepted procedure as follows:
1. The chairman announces the subject to be discussed, presents an analysis of the problem, then introduces the speakers and their topics.
2. The speakers, in turn, address the audience.
3. The chairman invites the audience to submit questions, usually challenging the assertions of the speakers.
4. Following the question period the chairman thanks the speakers and summarizes.

Meetings

Meetings

Elementary children may use simple parliamentary procedure as they work in class groups, student council, in clubs, and on committees. The steps, or pattern, in conducting a meeting are called parliamentary procedure. Parliamentary rules are rules for group discussion. The teacher and pupils may discuss various ways of conducting meetings and decide on the rules appropriate for them. The children will discover the value of such rules for conducting an orderly meeting in which everyone may be heard and decisions may be brought to an orderly conclusion. The children learn to respect the rights of everyone to express an opinion.

Use of parliamentary procedure

Opportunities for children to use simple parliamentary procedure may be found in:

- calling meetings to order
- making a motion
- electing officers
- reading minutes
- giving committee reports and acting upon them
- voting on motions
- moving to adjourn

Debate

Debate

The debate is a relatively formal type of discussion. Debates may be planned when there is a difference of opinion on a subject. Each speaker attempts to persuade the other, or an audience, that his point of view is the right one. A debater is a listener, a speaker, a thinker; if he fails in any of these, he fails as a debater. The topic chosen must be debatable, not favoring one side of the issue. The debaters must be able to prove certain aspects of both sides.

Suggestions for the debater:

Do not make your topic proposition too broad--keep it singular.
Keep loaded words out of the proposition.
Avoid terms or words that are too general.
Use note cards to handle material.
If you quote someone, quote correctly.

Suggestions for the listener:

Listen critically and take notes.
List points set forth by opponents.

Suggestions for judging:

Do not let personal opinion influence your attitude.
Base criticism or decision on arguments presented, not by the fluency of the speaker.

Order of debate:

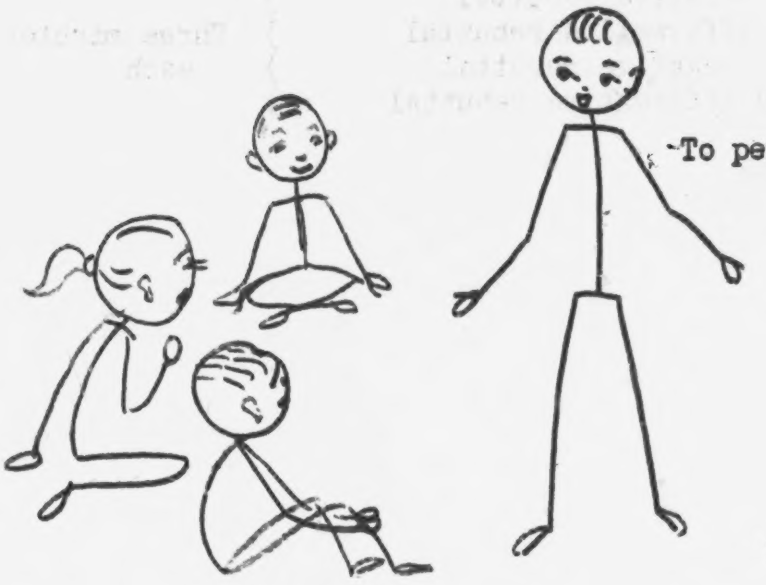
1. First affirmative presentation)
2. First negative presentation) Six minutes
3. Second affirmative presentation) each
4. Second negative presentation)

5. First negative rebuttal)
6. First affirmative rebuttal) Three minutes
7. Second negative rebuttal) each
8. Second affirmative rebuttal)

9. Judging

GIVING TALKS OR REPORTS

Basic Purposes for Making Talks



Information is shared from personal experiences, observations, interviews, or research. Good basic planning is essential in making a talk or report. Many opportunities for giving talks are provided in the social studies and science areas.

Skills and abilities

A check list might be developed with the class for self evaluation similar to the following:

Selection of appropriate material
- Is this a subject about which others would like to hear?
- Is this subject too broad?
- Do I know enough about the subject, or, can I find enough information to make a good report?

Assembling of data
- Do I have an appropriate introduction?
- Am I staying with the subject?
- Am I telling things in the right order?
- Are my visual aids pertinent, easily seen, and stimulating?
- Is my conclusion satisfactory?

Presentation
- Am I using a pleasant voice?
- Am I speaking so everyone can hear?
- Am I looking at the audience?
- Am I combining action with my talk?
- Am I choosing words to match the mood and feeling?

Activities

K-2 Invite mother to show the new baby. The child can tell the group about him.

K-6 Designate days for special sharing of collections, hobbies, funny experiences, a favorite poem, pets, puppets, information for a science or social studies unit.

K-6 Divide a class into small groups to share pictures, favorite toys, original stories, or information about an assigned topic.

K-6 Share very special items or experiences with another class.

K-6 Record a sharing time on tape, listen to the recording, and evaluate. Keep the recording to compare with one made later in the year.

K-6 A small committee prepares a bulletin board or a mural with illustrations of characters or situations from books. The speaking activities include conversation in planning and carrying out the plans, and the final presentation to the class in an oral report.

K-3 Allow a child to explain "how" to do something which is important to him.

3-6 Bring in pictures or news clippings for current events and tell the contents.

4-6 Book review--a small committee plans a book fair. They set up a display and each child reviews his book with the idea of trying to sell it to a customer.

4-6 Give a chalk talk about a favorite book, a science experiment, backyard insects.

4-6 Review or report on a factual TV program observed during weekend or previous evening.

4-6 Develop a travelog to accompany a map about a country studied or about a map made.

4-6 Prepare a talk which will encourage children who have lost something to check "Lost and Found."

4-6 Prepare a talk for a "guided tour" of the school building explaining bulletin boards and exhibits or a single mural or exhibit.

4-6 Small groups, and sometimes the entire class, work together to think of interesting beginning sentences for the same talk. This is especially helpful for the child who is dissatisfied with his opening sentence. Work on interesting, challenging summary sentences in the same way.

4-6 Listen to a tape recording of a well-organized talk and discuss the talk to find out why it is good.

4-6 The teacher makes a list of short topics such as "Doorknobs," "Mousetraps," and "Whistling." He places these topics on slips of paper for the children to draw from a box. Each child makes a short impromptu speech. This is good for quick organization of ideas.

4-6 After a talk is composed, practice by:
  listening to yourself and looking in a mirror
  using the tape recorder
  giving your talk for another child, for a small group of children, or for your parents
  evaluating yourself after each trial

4-6 Prepare a talk to give in support of some action the student council believes will improve the school.

Illustration of making talks from second grade

A speech helping teacher was invited to assist a second-grade class in making talks. On her first visit to the class she talked with the children about choosing subjects for talks, and gave them the following plan to use in preparing and giving their talks:

1. Make an interesting statement about your subject
   or
   Ask an interesting question about your subject.
2. Tell three interesting facts about your subject, in a way your classmates will find enjoyable.
3. Re-say the idea with which you started.

The class discussed the three points of the plan, chose their subjects, prepared their talks, and recorded them. Here are a few of the talks:

> The Humming Bird is tiny. He is green. His throat is red. He has a long brown bill. His tongue is very useful. It looks like a scroll. This helps him to get nectar from flowers. These birds like red and blue flowers best. I think birds are very nice to learn about.
>
> I had a rabbit. It was a baby rabbit. My brother brought it home after some dogs had chased its mother away. It was brown and it was a wild rabbit. We fed it milk and sugar from an eye dropper. One day we took it out in the backyard. It was in a box. It jumped out and ran away through the fence. I think milk and sugar from an eye dropper was very good for it. I bet that it grew up to be a very happy bunny.
>
> What if a Willy Mammoth were walking down the road? What would you do? Run away from him or go up close? Mrs. Smith, my speech teacher, is about as big as its biggest toenail. Willy Mammoths were found first in the ice in Alaska many years ago. If any of you know what a Willy Mammoth is, would you please tell me?

STORYTELLING

What it is

The art of storytelling can be cultivated and should have a significant place in the language arts program. Storytelling includes the relating of an experience; the re-telling of a story which has been read or heard; or the sharing of a story made up by the storyteller. Stories may be told in order to entertain, to inform, or to illustrate a point. The telling should help the storyteller to improve his language and to develop his imagination. The audience should derive pleasure from the listening.

Telling imaginary stories

The following suggestions may be helpful to both teachers and children in telling imaginary stories:

1. You must have characters to make a story. Who or what are they going to be? Not too many!
2. Your characters must have things happen to them--just enough, not too many.
3. When your characters get into trouble, you must think how to get them out. Whatever you do with them must seem to be right and not silly, though it may be unusual.
4. You will want to remember story form--happenings, climax, beginning and ending.
5. Run through your story once in your mind and you may be ready to tell it.[2]

Tips for storytellers

In preparing and telling stories it is important to:

Choose an experience or story that interests you and your audience.
Know your story well.
Convey the mood of the story by use of voice, gestures, and timing.
Present facts in their correct order.
Give time for audience reaction.
Use vivid words, repetition, and conversation when appropriate.
Build up to climax and close promptly.
Plan an opening that will awaken interest at once.

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[2] Munkres, Alberts, Helping Children in Oral Communication. New York: Teachers College, Columbia University, 1959, pp. 30-31.

Activities

K-2 Provide opportunities for children to tell stories using pictures to illustrate.

K-3 Have children make up stories using a personal experience as a basis, keeping in mind that the main purpose should be to give pleasure to both listener and teller.

K-6 Encourage children to create new stories about familiar story book characters.

2-6 Stop at the climax of an unfamiliar story and ask the children to finish it.

3-6 Ask children to make up stories using familiar settings and nonsense people or animals, or use familiar characters in nonsense settings.

3-6 Encourage a child to record his stories on tape. The playback should afford excellent opportunity for self evaluation.

3-6 Transcribe tapes of children's stories and make a group or class book for the storytelling table.

3-6 Organize a storytelling club, encouraging the members to read stories carefully to tell to the group. The best stories may be retold to their class or classes of younger children.

READING ALOUD

Enjoyment and appreciation

The experience of reading aloud combines the speaking and listening skills to enrich children's enjoyment and appreciation of literature. Children need to have teachers read many stories to them many times. Stories and poems that appeal to the children's interests should be chosen. These experiences are an excellent way to handle the classics, so rich in sound and sense of words, which may be beyond a child's reading level but not beyond his appreciation level. The time will come when a child will want to share a story that he likes. If this experience is enjoyed by the group, others will be stimulated to share their favorite stories.

Skills and preparation for reading aloud

Any story or poem chosen for reading aloud should be familiar to the reader. The reader's purpose is to communicate through reading the meaning, feeling, and mood of the written words as he thinks the author would want them read. As a courtesy to his audience he should read the story orally only after careful preparation. Preparation should include understanding the meaning of the selection, knowing the pronunciation and significance of all the words, and experimenting with the use of voice in reading the story aloud. With encouragement and practice before a small group of listeners, he should become free and natural in his presentation and more comfortable with effective forms of non-verbal communication.

CHORAL SPEAKING

What it is

Choral speaking is a natural outgrowth of oral reading; essentially, it is group reading experience. When a teacher reads poetry well and often, young children react spontaneously by finishing favorite lines, chanting refrains, helping the teacher say certain parts, and adapting their voices to the tone of what is being read. These first experiences should be for fun. This emphasis continues through the grades as the forms of expression evolve to include unison activities, part speaking, and solo-chorus experiences. When used wisely, choral speaking promotes the appreciation and enjoyment of literature; skill in language; and a sense of well-being that comes from working together for a common goal.

Benefit to child

Each child will derive benefit from well-organized choral speaking experiences. The shy, insecure child gains confidence from the support of the group, the exhibitionist learns the value of cooperating in group participation, the child with a speech defect feels some release from self-consciousness in his equal position with his peers. The teacher should always recognize that the development of the child is more important than a polished presentation.

Skills

In planning choral speaking special consideration should be given to the quality and appropriateness of the selections. At the outset the child should be helped to feel the mood and meaning of the material. In adapting the material for use it is important to remember continuity of thought. Time should be provided for trying various ways of saying what is to be said. The group should plan together the ways the selection can be interpreted. The tape recorder is a useful device for a group to use in order to develop an awareness of the importance of clear articulation, tonal quality, and speaking in unison.

Activities

K-3 During oral reading of literature and poetry, encourage children to chime in on parts that lend themselves to choral speaking. The second or third time they respond, ask them to whisper in unison.

K-2 To associate bodily movement with voice rhythm, ask how an animal moves and adapt the answer to the movement. For example:

"How does a rabbit move?" Hip-pe-ty hop!
"How does a frog move?" Leap a-long!
"How does a duck move?" Wad-dle, wad-dle!

Encourage children to choose an animal or character. A child starts his stanza, "We are buzzing bees. Buzz, buzz, buzz." The entire group repeats. Then another child takes up the next stanza:

"We are wee little frogs. Creak, creak, creak."
"We are big, big frogs. Croak, croak, croak."
"We are the shoemaker's hammers. Tick-a-tack. Tick-a-tack."

5-6 After some experience in choral reading, divide class into three or more groups. Assign the same poem or selection. See how they will enjoy experimenting with a variety of ways of saying the same thing.

K-6 Ask one group to give a familiar story or poem as choral reading while another group pantomimes the action.

K-6 Some poems suitable for use in choral reading:

- Refrains and choruses
  - Hickory, Dickory, Dock
  - This is the House that Jack Built
  - Here we Come A-Caroling
- Dialogue and antiphonal
  - What are Little Boys Made of?
  - Who has Seen the Wind?
  - City Streets and Country Roads (Farjeon)
- Line-a-child or line-a-group
  - Mice
  - Noise (Pope)
  - Abraham Lincoln (Meigs)
- Solos interspersed with group work
  - Stop-Go (Baruch)
  - The Pirate Don Durk of Dowdee (Meigs)
  - Stopping by Woods on a Snowy Evening (Frost)
- Unison
  - One Misty, Moisty Morning
  - Wynken, Blynken, and Nod
  - The Potatoes' Dance (Lindsay)

ILLUSTRATIONS OF INTERRELATED ACTIVITIES

USING THE TAPE RECORDER

The tape recorder more than any other instrument allows a child to hear his voice and use of language as others hear him. In the first experience with the tape recorder very informal recordings should be made "just for fun." Ways of acquainting children with the tape recorder are:

- read a selected paragraph
- read or recite a favorite poem
- tell an experience

As the child becomes more familiar with the recorder, it lends itself to more varied activities. Informal discussions give many children the opportunity to express and hear themselves. More formal oral presentations, such as panels and reports, can be used satisfactorily as culminating activities in social studies or science. The playback is invaluable in evaluating information shared, courtesies observed, use of voice and language.

Suggested topics for recording are:

K-2 Interesting things my father or mother does (occupations, hobbies, travels).
How I get to the cafeteria, library, clinic, principal's office
Someone I like
What might happen when I open this box

3-4 When I was little
Meet my friend (develop in riddle fashion about children in the classroom, familiar persons in the school)
How to make a puppet, costume, model airplane

3-6 A fictional character I'd like to meet
I'll never do that again
How to play baseball, kickball, checkers
Mornings are hectic at my house
What we see at night
Conversation between two children about:
  The Little League baseball game
  The children's concert
  A field trip
  A movie we saw
  A science project

The following specific illustrations of the use of the tape recorder give an idea of what may be expected at different grade levels.

How I Got My Name

A librarian explained the selection of the topic "How I Got My Name" for making a tape recording to demonstrate the speaking ability of a first grade class. Preparation for the activity provided for each child to listen to instructions, to recall and carry out instructions, to interview mother and father to find out how he got his name, to organize the information, to make the talk, and to listen to his own talk and the talk of others.

The librarian introduced the subject by saying:

> "We wanted a simple assignment, something familiar and very personal so that children could forget about the microphone and talk naturally. We talked over the topic with the children and suggested that each of them go home and find out from his mother and father as much as he could about how he got his name."

A few selected talks are given below:

> "When I was little. . . when I was born, my mother thought I was going to be a boy. So she was going to name me Stephen. Then she found out I was a girl and she called me Stephanie."

> "Once I had a great, great grandmother and her name was Mary. And I had a grandmother and her name was Claire. So my mother put it together and my name was Mary Claire."

> "My mother's name was Birdie. My mother didn't like that name. But she wanted me to have the same initials. So she named me Barbara."

Harry and the Lady Next Door

A second grade came together to tape their discussion of *Harry and the Lady Next Door*, a library book they had all read. The way in which the teacher guided the discussion with leading questions and the children's responses are shown in the following excerpts from the tape:

Teacher: These eleven children have come together to talk about this book which they have read.

Jan: There once was a dog and his name was Harry. He liked everybody. He didn't like the lady next door because she sang so loud. It sounded so high and screechy.

Howard: He tried all sorts of ways to stop her.

Beth: Everytime she sang she sang so loud it hurt Harry's ears.

Louis: The lady next door won a singing contest.

Teacher: What did she get for a prize?

Pam: She won a trip to Washington, D. C.

Daisy: Before she left everybody was glad she left--not just Harry--because everybody didn't like her singing.

Gary: Even the cow sounded better.

Lynn: And the fire engine sounded better.

Howard: Some people said, "Poor Harry." Some people said, "Lucky Dog."

Teacher: Do you think he was "Poor Harry" or "Lucky Dog?"

Children: (in concert) Lucky dog!

Teacher: What part did you like best?

Joseph: I liked the part where he went into the garden and heard a frog.

Beth: I know what the frog sounded like--Blurp! Blurp!

Susan: I liked when the lady kept on singing instead of running away.

Gary: She was brave because she didn't run away like the other ladies.

Teacher: Would you recommend this book to other children?

Martha: Yes, because it was funny.

Louise: Because it is easy for children to read.

Pam: It had good pictures.

Martha: Can we hear it? (meaning the tape they had just made)

Education in the United States

During their study of United States history, a fifth grade class discussed ways of gathering, organizing, and presenting their information. Committees were formed to study the following topics:

Housing
Food and Agriculture
Industry
Medicine
Education

All the children were to conduct research, prepare written reports, and be ready for a panel discussion on their respective topics. Information was obtained from libraries, books and newspapers, government agencies, and films. Discussions were held during preparation and organization periods concerning skills to be developed.

As a culminating activity a panel discussion was recorded on tape. The helping speech teacher guided the class in setting standards and guide lines for group presentation. The five children who took part in the panel discussion sat around a table with the tape recorder and microphone in the center. The other members of the class remained in their regular places. As the recording was taped, the teacher entered the discussion when it was necessary to:

- keep the members on the topic
- clarify a misconception
- encourage a member to contribute
- raise questions which would bring out pertinent information
- question if further information was needed

This give-and-take discussion gave evidence of much informtion gained from study and research. The following excerpt illustrates some of the concepts brought out by the children.

One child: This is a fifth grade class reporting. We have been studying the development of the United States. We are all aware of the high standards of living in our country. We take for granted our comfortable homes, safe food and water, modern hospitals, and our public schools. We asked, "Why has the United States developed in this way?" In order to find answers to this question our class organized into these groups: Housing, Food and Agriculture, Industry, Medicine, Education. We are now going to report on what we have found out. Since education is so important, let's hear from the education group.

Jane: Our panel members are . . . We are going to tell you how we got our public schools, who helped to get them for us, what colonial schools were like, and the change in the schools from then till now.

Ann: Our country could never be the free country it is if it weren't for schools. It takes educated people to run a country.

Bill: Education helps us learn self-respect and self-discipline. You must know what democracy is and how to obey the laws.

Douglas: Our two general aims in education are democracy and to educate all so everybody can be learned. Next you need to be able to think so you can draw conclusions.

Ann: It was made a law that all children have to go to school. With free public schools you wonder how they are paid for. These public schools are paid for by taxes.

During the playback the class listened:
to determine the extent to which standards were followed
to find what further research and study they needed to
evaluate the accuracy of the information given.

The teacher's questions and comments helped children sharpen their understanding of the following ideas:
Democracy as practiced in the United States is unique in the world.
Public education is one of the greatest influences in maintaining our democracy.
Our public schools are the results of the efforts of many people.

SPEECH ACTIVITIES

Let's Put Wheels to Work for Speech

> Consonant sounds may be taught as a part of regular classroom activities in order that the child with a speech defect may be helped without being pointed out. Lessons on sounds may be correlated with language arts, social studies, or science. For example, the following lesson on "wh" was prepared by a speech teacher for correlation with science in first or second grade.

To many children in the first and second grades the speech sounds symbolized by "w" and "wh" are one and the same. An effective time to correct this mistaken idea is while the children are engrossed in a science unit on wheels. Among all the wheels which they have studied, and the many machines which they have delighted in exploring, no one has told them of pin wheel magic--for, magic it has for speech.

The only prop needed for this lesson is a white pin wheel, which the teacher brings into the room concealed in a large paper bag, which she places, without comment, in a prominent spot on a desk or table in front of the class.

The teacher begins with telling the children that she has heard what interesting books, or pictures, or bulletin boards they are making about wheels. She launches a discussion of what a wheel is, and of favorite toys which have wheels. Have the children listen carefully to the word. Call their attention to the correct articulation as "wheel," not weel. Lead the discussion from toys to machines which they have studied. By way of ear training, constantly bring the word "wheels" into the discussion by asking questions like these:

How many wheels does it have?
What color are the wheels?
Where are the wheels?
What size are the wheels? (Big, little, tiny)
Can you see all the wheels?
What do the wheels help it do?

As the children answer the questions, repeat after the child, "four wheels," "three wheels," "red wheels," "great big wheels," "tiny wheels," etc.

After every child has had an opportunity to answer a question about wheels, the teacher may ask, "Now, can you tell me something which many machines and many toys both have?" Of course, a chorus of little voices will say, "Wheels."

Articulation practice is brought in by asking what sound the word "wheels" begins with? All say the word slowly together. Give the sound. What letters say that sound? If the children do not know, write "wh" on the board for them. All say it.

Now comes the surprise in the paper bag, to dramatize the correct articulation of "wh." The teacher tells the children that she has in the paper bag a kind of a wheel that no one has mentioned. It is not a working wheel; it is a playing wheel. Who can guess what kind of a wheel it is? If no one guesses, let some child have a look into the bag. If he knows, he may tell the class. If he does not know, let another child look. If needed, give other clues, or the name. Let several children come in turn and blow the wheel to let the class see how it works. What makes it go round?

Tell, now the magic secret: If you say wheel correctly, the wheel will go round. Let the children try in turns; first you blow the wheel, then you say the word "wheel." They will be delighted when the wheel shows that they said it correctly.

To begin bringing in other words that begin like "wheel," ask, "What color is this wheel?" "White." Then show, by saying white close to the wheel, that it begins just as wheel does. If you say "white wheel" correctly, the wheel will go round at the beginning of each word. This the children will take real delight and pride in demonstrating.

For fun, as well as for further articulation drill, ask the children if they can think of something else, besides wheels, that begins with the "wh" sound. A few evocative questions will help even a first grade to build quite a list, and to experience a real sense of achievement:

What does a policeman use when he wants to stop traffic?
What is the largest animal living in the world today?
What does your kitty have sticking out on each side of her nose?
What is bread made from?

The lesson might end with a promise of making a pin wheel the next day to take home.

Culminating activities for the group to do might be:

A. Make a pin wheel to take home. How many "wh" words can you think of to make your wheel go?
B. Tell a little story about a wh_____.
   Let the children suggest things:
      wheel
      whistle
      whiskers
      wheat
      whale
C. List doing words:
      whistle
      whisper
      whittle
      whine
      whizz
      whirl
      whack
   List (or discuss) question words:
      what
      when
      where
      why
      which
      who (exception)
   List (or discuss) other "wh" words:
      white
      whiff
      while

Auditory Training and Articulation for the Sound of "R"

Vocabulary Building and Dramatization

One way of introducing the sound "R" to kindergarten or first grade children is through the record on that sound in the Say and Sing Record Series put out by Jeri Productions, Los Angeles, California. This particular record is about "Reddie, the Rooster," who lives on a farm and woke up the farmer and his family each morning with his cheerful R--R--R--R--R. After the children have listened to the narrator introduce"Reddy," have made his sound with him, and have sung the song about him, they can dramatize the song. Some of the children, or one half of the class, can be the farmer's family and be asleep with their heads down on their desks. The rest of the class can be the rooster and take turns, by rows, waking up the family. Then the sections of the class switch roles, those who were the sleeping family becoming the rooster and having their turn to awaken the farmer with their R--R--R--R--R. When all sections and combinations of sections have been the rooster and every child has had several opportunities to make the R--R--R--R--R in a group, some individual children can be the rooster by themselves.

On the second day the children may want to hear the first side again before going on to the story on the second side. After enjoying the story they may say words which they heard in the story which began with "the rooster sound." From this point they can branch out, independent of the story. They may be asked, "Does anyone in this class have a name that begins with this rooster sound?" There always is a Robert, often a Ray, or Ronnie, or Ruth, or Ruby.

When names have been exhausted, there is fun to be had with words which the children think of themselves: run, river, rock. The children may be asked: What do you mean by rock? They will suggest "stone from the road." Are there other kinds of rock? Rock the boat; rock-candy; rocking chair; rocket; rocket-ship; rock-crusher. Other words may be repeated and built upon and expanded in a similar way.

These two approaches of associating a sound with the names of classmates and people close to the child, and of expanding and building vocabulary upon some basic word which is familar in the child's environment, can be used effectively with any sound which young children are being trained to identify by auditory preception or to articulate with increased facility.

Let's Go on a Lion Hunt!

The "Lion Hunt" has been used successfully with pupils in kindergarten, grade 1, and grade 2 as a lesson in accurate listening and speaking. It is appropriate for an articulation lesson on the "L" sound or for a general speech improvement lesson. Children must listen accurately to repeat each sentence the teacher says and connect the actions with the spoken words. Children have fun participating in the "Lion Hunt."

Teacher: Do you want to go on a lion hunt?
Children: Do you want to go on a lion hunt?
Teacher: Do you think we'll be safe?
Children: Do you think we'll be safe?
Teacher: Oh, I think so.
Children: Oh, I think so.
Teacher: Okay, let's go.
Children: Okay, let's go.
Teacher: Do you see any lions?
Children: Do you see any lions?
Teacher; No, keep going.
Children: No, keep going.
Teacher: I see a tree.
Children: I see a tree.
Teacher: Do you think we can climb it?
Children: Do you think we can climb it?
Teacher: Oh, I think so.
Children: Oh, I think so.
Teacher: Okay, let's go.
Children: Okay, let's go.
Teacher: (Using hands makes motion of climbing the tree. Reaches the top, shields his eyes and says:) See any lions?
Children: See any lions? (Children make climbing motion also.)
Teacher: No, keep going. (Climbs down and continues walking motions.)
Children: No, keep going.
Teacher: I see a river.
Children: I see a river.
Teacher: Do you think we can get across it?
Children: Do you think we can get across it?
Teacher: Well, we can try.
Children: Well, we can try.
Teacher: Okay, let's go. (Pretends to dive into the water and swim across.)
Children: Okay, let's go.
Teacher: Oh, I'm all wet.
Children: Oh, I'm all wet.
Teacher: Do you see any lions yet?
Children: Do you see any lions yet?
Teacher: No, keep going.
Children: No, keep going.
Teacher: I see a field of tall grass!
Children: I see a field of tall grass!

Teacher: Do you think we can get through it?
Children: Do you think we can get through it?
Teacher: Well, we can try.
Children: Well, we can try.
Teacher: Okay, let's go.
Children: Okay, let's go.
Teacher: (Pretends to push aside the tall grass while making swishing sound.)
Children: Same.
Teacher: See any lions?
Children: See any lions?
Teacher: No, keep going.
Children: No, keep going.
Teacher: I see a rock.
Children: I see a rock.
Teacher: Let's rest awhile.
Children: Let's rest awhile.
Teacher: (Pretends to sit on rock and take a nap.)
Children: Same.
Teacher: Enough rest. Let's go.
Children: Enough rest. Let's go.
Teacher: See any lions?
Children: See any lions?
Teacher: No, keep going.
Children: No, keep going.
Teacher: Let's run awhile.
Children: Let's run awhile.
Teacher: (Slaps legs much faster to show a run.)
Children: Same.
Teacher: Oh, that was fun!
Children: Oh, that was fun!
Teacher: I see a cave.
Children: I see a cave.
Teacher: Do you think we should go in?
Children: Do you think we should go in?
Teacher: Well, well--come on.
Children: Well, well--come on.
Teacher It's very dark in here.
Children: It's very dark in here.
Teacher: Let's go on tip toe.
Children: Let's go on tip toe.
Teacher: (Uses first two fingers instead of slapping hands on legs.)
Children: Same.
Teacher: I'm scared.
Children: I'm scared.
Teacher: I see two paws.
Children: I see two paws.
Teacher: I see a great big mouth.
Children: I see a great big mouth.
Teacher: (Loudly) It's a Lion!!!!
Children: It's a Lion!!! !
Teacher: (Using running motion, runs from cave back to resting rock, rest awhile, back through the grass, back through the river, back over the bridge, back up and down the tree, and finally back home.)
Let's not go on any more lion hunts!
Children: Let's not go on any more lion hunts!

A GROUP BOOK REPORT ON DR. DOLITTLE

Hugh Lofting's character, Dr. Dolittle, inspired a first grade to discover all they could about Dr. Dolittle and his friends. Although this literature usually appeals to older children, this mature group found enjoyment in the stories.

Appreciation of literature

Over a period of time, "The Story of Dr. Dolittle" and "The Voyage of Dr. Dolittle" were read to the class. Discussion followed each reading and the doctor and his animal and bird pets became real friends of the class. Pictures were drawn of the characters and a mural was painted of a favorite place, No Man's Land.

Listening, discussing and illustrating

Some members of the group desired to know more about the stories and through research in the library found titles of other Lofting books.

A class story came out of their discussion and the teacher wrote it on charts with cut out illustrations drawn by the children.

Retelling and dictating

STORY OF DR. DOLITTLE

Dr. Dolittle lived in Puddleby.
He loved animals.
His house was full of animals.
They sat on his chair, on his bed,
    on his table, on his dresser.

Everywhere!!

The animals and birds loved him,
    because he could understand their
    LANGUAGE!

He was EXTRAORDINARY!

These were his best pets:

1. Too-Too
2. Chee-Chee
3. Pushme-Pullyu
4. Dab-Dab
5. Gub-Gub
6. Jip
7. Crocodile
8. Polynesia
9. White Mouse, the Stowaway

One day, in Africa the monkeys
    got sick.
They sent for Dr. Dolittle right away.

A Trip to Africa

A sailor gave him a ship.
Dr. Dolittle and his pets went to
JOLLIGINKI.

He made the monkeys get well,
The monkeys gave him, for a present --
A Pushme-Pullyu.
He had 2 heads.
He talked with one mouth.
He ate with the other.

Then they went home.

Soon Pushme-Pullyu, Chee-Chee
Crocodile and Polynesia got
lonesome for Africa.
SoOO he said, "I will take you back home."
And he did.

WONDERFUL NO-MAN'S LAND

They went to Fantippo
The king's name was King Koko.
He was very, very fat, because he
ate so many lollipops.

One day Jip found a big bone.
Jip found it in No-Man's-Land.

Planning a program

Because of such high interest, a program was planned. A master of ceremonies used the following chart to introduce the particpants:

1. Tell about Dr. Dolittle when he lived in Puddleby
2. Tell about his pets
3. The trip to Africa to help the monkeys
4. The Wonderful Pushme-Pullyu
5. All about King Koko
6. Why did Dr. Dolittle go to No-Man's-Land?
7. The strange animals
8. Tell about Hugh Lofting
9. Dolittle books

BUTTER MAKING

The following story shows what a delightful experience a group of first grade children had in experimenting with butter making. This creative story came out of a group effort at telling what actually happened in the classroom and imagining what might have happened while the children were away. After the story was written and illustrated on charts, it was mimeographed for each child.

THE BUTTER MAKERS

What Happened in First Grade

Once upon a time there was a big First Grade.

Many, many good children were in the room.

And--guess what!
They made yellow butter
They made it in school.

They had whipping cream.
They had salt.

Tracey had an eggbeater.
Richard L. had a wooden bowl.
Kay had a wooden spoon.
Ricky had a plate
Richard F. had a cup.

Phyllis had a dish towel.
Debbie Weeks had a dish towel.

Everybody had fun.

At 2:30 the boys and girls went home.
They played. They ate dinner.
They went to sleep.

The Midnight Party

But, guess what!
In school fat Mrs. Green Bowl woke up.
"Where are you, Mr. Spoon?" she said.
"Here I am in the buttermilk," said Mr.Spoon.

"Get out! Get out!
Get out of the buttermilk!" said Mrs. Green Bowl.
Mr. Spoon jumped out of the buttermilk.
He was all wet and drippy.
He jumped in the butter.

"Ouch, ouch. You are squeezing me!"
said little Mrs. Butter in a squeaky little voice.

Mrs.Eggbeater came whirling by.
Mrs. Eggbeater danced on the table.

She sang a little song.
She sang a little song to the butter.

"I made you. I made you.
I made you today.
You're yellow,
You're pretty.
I made you today."

Along came Mr. Spoon.

He sang too.

"I helped her. I helped her.
I helped her today.
I squeezed it. I squeezed it
'Till buttermilk
Ran away."

Then fat Mrs. Green Bowl danced and sang.

"I held the pretty butter
In my bowl today.
Tra la la la la la.
Oh what a happy day!"

Then the pretty plate sang.

"I'm the plate that Ricky
Brought to school today.
So the great big First Grade
Could - put - the butter away."

Mr. Spoon sang again.

"I am the spoon who worked so fast.
I squeezed it and squeezed it until at last
Out came Mr. Buttermilk
Sad and so white.
He jumped in a cup
And he said, 'Good-night!"

The cup and the towel came running and singing.

"We are the towel and the cup.
Ho! ho!
Here we come dancing right on each toe.
We dance and we dance
To a merry tune.
Sing tra la la la
Around the room."

SUDDENLY -- Mr. Clock began to strike --

"1 -- 2 -- 3 -- 4 -- 5 -- 6 -- 7 -- 8 -- 9 --
10 -- 11 -- 12 !"

"Oh my, oh my!"cried the singers and dancers.
"We must go to bed."

They went to the table.

They went to sleep.

What Happened the Next Day

The next day the good children came back to school.

They had a party.

They ate butter and crackers.

They had sweet buttermilk.

They had butter and popcorn.

They had a good day.

But -- no one saw the fun at midnight!

The spoon said . . . . nothing.

The eggbeater just whirled.

The green bowl winked.

She said, "I know a good secret!"

Jamie said, "WE HAVE HAD A GOOD TIME."

VOICE AND ARTICULATION

The responsibility of the classroom teacher and the speech teacher

In learning to talk effectively, elementary school children not only need help with the selection and arrangement of ideas, but also with voice and articulation. A pleasant speaking voice is an asset which all children should have an opportunity to acquire. The average speaking voice has unlimited possibilities for training and development. An excellent voice is usually the result of conscious attention to its improvement. Children with serious voice problems should be referred to the speech therapist for specialized instruction, but classroom teachers should assist children in using their voices well. Likewise children with marked sound substitutions, distortions, or omissions should be referred to the speech therapist, but the classroom teacher should assist children in developing correct articulation. By the time a child is in the fourth grade, he should be able to make all of the consonant and vowel sounds, but may continue to need to be reminded to use them correctly. The study of voice and articulation should be continuous throughout the elementary school. It should be introduced early each year and reinforced throughout the year. Improvement in vocal skills should be stressed just as improvement in other aspects of communication is stressed.

The role of the teacher

The teacher should have a good ear, pleasant voice, and distinct articulation. If the teacher is to help children acquire effective speaking voices, he must be a bit of an anatomist, a physicist, a physiologist, and a psychologist. As an anatomist, he is aware of the parts of the body used in speaking. As a physicist, he is able to analyze the pitch, loudness, time, and quality of voice. As a physiologist, he gives attention to breathing, phonating, resonating, and articulating. As a psychologist, he is sensitive to the attitudes and feelings of each child as revealed through his voice.

Characteristics to be developed

The teacher's objective, as he helps a child acquire an effective speaking voice, is to develop the following characteristics: adeqaute loudness, clearness and purity of tone, a pleasing and effective pitch level, ease and flexibility, a vibrant quality, and clearness and ease of articulation. If he persuades a child to be aware of what he is saying as he says it and to be eager to be understood, the child's voice should function at its best.

VOICE AND ARTICULATION ABILITIES

In studying voice and articulation, children develop the ability to:

- appreciate the value of an effective speaking voice
- appreciate pleasant voice quality
- appreciate expressiveness through pitch, loudness, and timing
- appreciate clear, distinct articulation
- appreciate correct pronunciation
- understand how the voice works
- understand the characteristics of an effective speaking voice
- understand how speech changes as we grow
- understand the relationship between voice and emotion
- understand the similarities and differences among the vowels
- understand the similarities and differences among the consonants
- use their voices effectively with:
  - adequate loudness
  - pleasing, appropriate pitch level
  - clearness and purity of tone
  - ease and flexibility
  - pleasing voice quality
- use clear, distinct articulation
- use correct pronunciation
- produce all vowels and consonants correctly
- evaluate the speaking voice
- be sensitive to the attitudes and feelings of others through interpretation of the tone of voice

ACTIVITIES

K-1	Teacher tells the story of the "Three Little Pigs." She uses a high pitched voice for the first pig, a medium pitched voice for the second pig, a low pitched voice for the third, and a monotone for the wolf. Then she tells the story again and lets a child, a small group, or the whole group speak the parts of the three pigs or the wolf.	Learning about pitch
K-1	Draw a ladder on the blackboard. On each rung of the ladder, place a nonsense syllable or a word. Have the class practice together. For example: la, le, li, lo, loo.	Learning the consonant sounds
K-2	Let each child think of a person, animal, or object he wishes to pretend to be and the sounds and words he will say. As he pretends, he will use his voice in the way he thinks that person, animal, or object would. In getting ready for the activity, the class might agree that a father would talk slowly, in low tones with authority; a cat would make soft, purring sounds; a washing machine would make rhythmic, slushy sounds. During the pretending time, someone would say, "John, what are you?" John, in a gruff, growling voice; "I am large and my body is covered with fur." "Are you a cat, John?" John; "No, I am not a cat. I live in the woods or at the zoo. Grrrrrr." "Are you a lion, John?" John; "No, I am not a lion. I like cold weather and the mountains." "Are you a bear, John?" John; "Grrrr. Yes, I am a bear."	Learning to appreciate and use variety of voice
K-2	Numerous songs may be used for improvement in ear training and sound production. The tune "Are you Sleeping?" is especially adaptable, for a verse may be sung about each of many sounds. For example: Are you listening? Are you listening? To this sound? To this sound? Hear the clock a-ticking, hear the clock a-ticking, t - t - t, t - t - t. For experiences with other sounds, change only the last two lines. Some examples are: Hear the rooster crowing - r - r - r - r Hear the frogs a-croaking - g - g - g - g Hear the cat a-mewing - mew - mew - mew Hear the cow a-mooing - moo - moo - moo Hear the top a-humming - m - m - m	Ear training and sound production

K-3 Correct articulation of consonant sounds may be encouraged through singing. Certain songs are especially appropriate for particular sounds. Here are some examples:

Ear training and sound production

"London Bridge is Falling Down"	l
"Baa, Baa, Black Sheep"	b
"Twinkle, Twinkle Little Star"	w - tw
"Hey, Diddle Diddle"	tip of tongue sounds
"Old MacDonald Had a Farm"	k,g, ch, etc.
"Polly, Put the Kettle on"	p
"Sing a Song of Sixpence"	s
"Hickory, Dickory, Dock"	k
"Muffin Man"	m
"Farmer in the Dell" multiple sounds	f, w, oh, n, d, r
"Round the Village"	r, st, t,sh
"Row, Row, Row Your Boat"	r
"Here We Go Round the Mulberry Bush"	r, th

K-6 Pitch is usually associated with music, but here we want to apply it to speech. Singing the scale entails definite pitch steps, while speaking glides over fewer tones.

Awareness and use of pitch

Begin by singing up the musical scale using numbers to avoid word meanings.

Sing 5 so that the child will be aware of a
4 a wide pitch range
3
2 5
1 4
3
Then speak 2 avoiding fitting the spoken numbers
1 to the musical steps, because the
range of the speaking voice is not
as wide as that of the singing voice.

Sing the syllable "la" up and down the music scale.

la la
la la
la la la
la la la la
la la la la

Then speak the syllable letting the voice rise and fall. Work with other syllables on which children need practice in the same way.

Interesting and emphatic speaking make use of the "step" in pitch. For example:

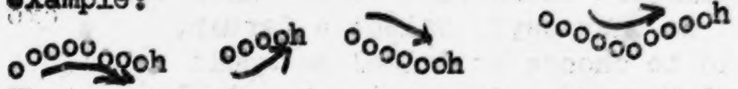
la
la , "Why, yes!"

la
la, "Oh, no!"

la
la , "Don't do that!"
la

la
la, "Come here!"

Use single vowel sounds for a continued sound. For example:



Then use words, phrases, and sentences for experimenting with voice inflections for meaning. For example:

"Will you come with me?"
"What a surprise!"
"He didn't answer."
"How are you?"

3-6	Through dramatization develop an understanding between voice and emotion. The children can consider the difference in their voices as they play characters that are angry, surprised, afraid, astonished, sad, happy.	Relationship between voice and emotion
K-6	Discuss different ways to talk to the person beside you, to someone in the circle, to someone at the back of the room, to someone on the playground, to the principal, the teacher, to mother, and to other people. Choose phrases for practice in pretending that you are talking to those persons. The following phrases might be used: "I don't want to go with you." "Well, maybe you are right." "Oh, no, not again."	Learning to appreciate and use expressive voices
K	Talk with the children about the changes in speech as they grow. Discussion might center around: How does a baby talk? How does a two-or three-year-old talk? How does a five-year-old talk? How do mothers and teachers talk? How do fathers talk? The first part of the discussion will reveal that a baby cries, babbles, then says "Ba Ba" and "Ma Ma".	Understanding that speech changes as we grow
K-2	Let the children discuss different ways in which they use their voices. What is different about the voice in singing, play acting, arguing, whispering, yelling, talking to a baby, giving commands to a dog, and crying? Is the voice louder, softer, higher, lower, weaker, stronger?	Developing awareness of variations in voice
1-2	If a number of children in a class are experiencing difficulty with a particular sound, a group might be shown a large picture with many items containing that sound. Pupils would then describe the picture and thereby practice the sound.	Teaching a sound

K	Down on the Farm: Ask the children if they have ever been on a farm. What kinds of animals are there on a farm? When the animals talk, what do they say? Select a farmer, then ask each child to choose an animal he would like to imitate. Let the farmer feed each animal. Each animal says "Thank you" in his own language.	Imitation of sounds
K	The Clock Store: Discuss various types of clocks: grandfather, cuckoo, alarm, chime, watch, electric, kitchen. Let each child select the kind he wants to represent. A storekeeper and customers are chosen. The customer indicates the kind of clock he wants to purchase. The storekeeper dusts it off and winds it or plugs it into the light socket. Clock performs: grandfather clock: tick--tock, slow, rhythmical arms swinging slowly, strikes the hour, bong,bong.	
K-2	The teacher or a child tells the story of the "Three Billy Goats Gruff." Different voices should be used for the different characters in the story. The Troll might use a harsh, gruff voice. The First Billy Goat might use a tiny, breathy, whispered voice. The Second Billy Goat might use a nasal voice with medium loudness. The Third Billy Goat might use a loud, strong voice. Puppets might be used or children might act out the story.	Developing awareness and use of voice
K-3	Train Ride is a game for variations in loudness. The game should be preceded by discussion of how a train bell sounds in the distance and how the sound increases as the train comes nearer. The teacher explains the rules of the game by saying, "Today we will take John for a train ride. Bill, you may be the conductor. All of you will be the bell. Remember that it is a clear day and we can hear the bell when the train is far out in the country. The bill will begin to ring softly, 'Ding, ding, ding' while the train is still far away, and become louder as the train approaches the station, and stop when the conductor announces the station. After the train stops and the passengers get off, and the conductor says 'All aboard,' the bell will begin to ring again, loudly 'DING, DING, DING,' and fade away as the train travels far away."	Developing variations in loudness
5-6	Discuss with the class the ways in which the voice reflects attitudes and feelings. Let the children experiment with the word, "Hello," expresing mild surprise, great surprise, polite interest, pity, disgust. The same procedure might be tried with "Good-morning," or "Good-by."	Understanding the relationship between voice and emotion

"The children may say, 'She saw me,' with different meanings:

- asking a question
- pleased surprise
- horrified surprise
- positive affirmation

Other sentences that might be used are:

'Oh, did he!
'You were wonderful.
'Why did you do that?'"

The class may add many of its own expressions, giving examples of sadness, happiness, fright, excitement, anger. Gestures and facial expressions may also be used.

As the class advances in expression flexibility, pitch, loudness, and timing may be adapted.

3-4 Shopping is a good game for establishing correct habits in making a particular sound on which children have already received initial help. After a sound has been selected for practice, and the children are seated in a semi-circle, the first player says, "I went to the store and bought some potatoes." The second player says, "I went to the store and bought some potatoes and peppers." The third player repeats what had been said and adds another item that begins with "p." The procedure continues until one of the players leaves out one of the items or gets them in the wrong order. A player who makes a mistake should not be excluded from the game, but should trade seats with the next child with the understanding that he thereby gains an opportunity to try again. Before the game begins, a limit may be set on the number of purchases to be made at the store. With very young children who have difficulty remembering, each child may say, "I went to the store and bought some ______ ," and not be held responsible for repeating the whole list.

Establishing correct initial sounds

Variations of Shopping as described:

- Travel--"I am going on a trip and in my suitcase is a ______."
- Picnic--"I am going on a picnic and I will take ____."
- Seashore--"I am going to the seashore and I will find ____."
- Toys--"In my toy box is a _____."
- Ship--"My ship is loaded with _____."

K-1 Thimble--Thimble is a game to establish the habit of producing "th" correctly. One child is given a thimble. He goes to each child and pretends to place the thimble in his closed palms. He slips the thimble into the hands of one of the children in such a manner that the other children do not detect the motion. After he has gone to all the children, he asks, "Thimble, thimble, who has the thimble?" The others guess who has the thimble, and the child who has it is the next one to hide it.

"Th" sounds

4-6 Speech Tic-Tac-Toe. Two teams, one "x" and the other "o" play Tic-Tac-Toe. Each player must say a word, using the chosen sound, before he can put his mark in a box. The first team successful in saying three words in diagonal, vertical, or horizontal position wins, and the player who says the last word draws a line through the three words as he repeats them.

Shade	Sheep	Shadow
o	x	o
Shop	Shake	Sheet
x	x	o
Shape	Shoot	Shack
x	o	x

Establishing correct initial sounds

4-6 Practice saying words softly, louder, and even louder. Words most appropriate for practice contain long vowels or diphthongs. For example:

now	Now	NOW
no	No	NO
down	Down	DOWN
all	All	ALL

After the practice, discussion might reveal:
the feeling in the throat as volume increased
how breathing varied with increased volume
how the size and shape of the mouth changed
the relationship between rate and volume

Children might also practice saying sentences softly, louder, and even louder. They might practice making talks before the class in the classroom and before two or more classes in the multipurpose room.

5-6 For understanding the structure and the functioning of the speaking machine, a lesson may be designed to show the relationship between the speaking voice and the sound producing instruments. Discussion might reveal the similarities between sound produced by a musical instrument, or any instrument for producing sound, and the human voice. The teacher and children would discuss the actuator, vibrator, and resonator of a musical instrument and of the human voice. Children would learn that the actuator of the speaking machine is the breath stream; the vibrator, the vocal chords; and the resonator, the combined cavities of the throat, nose, and mouth. They would learn that the actuator of the violin is the force with which the bow is moved across the strings; the vibrator, the string; and the resonator, the cavity of the violin body. They would learn that the speaking machine, unlike musical instruments, has articulators for the production of the consonants and vowels which make syllables, words, phrases, and sentences.

Understanding the speaking machine

The lesson might include drawing the speaking machine and identifying the parts. In addition, it might include a discussion of how the parts function for good voice and speech.

EVALUATION

Evaluation is the process of analyzing what has been done to determine whether the activities undertaken have accomplished what the children and teacher intended in relation to the goals and standards cooperatively established. It enables the child to judge how well he is doing at the present time and set his goals for further progress. It enables the teacher to appraise learning for the purpose of improving the teaching-learning process.

Some guiding principles for evaluation are:

- Evaluation is an integral part of the learning process.
- Evaluation is a continuous process.
- Evaluation is a shared endeavor between the teacher and pupil, in terms of goals cooperatively established.
- Evaluation is a means of determining the effectiveness of the curriculum and a guide in making needed modificiations.
- Evaluation may provide the impetus for self-direction.

Means of evaluation must be numerous and varied, such as:

Continuous re-examination of goals and procedures
Informal and directed observation of pupil's use of language skills
Informal conversation with children
Use of anecdotal records
Use of group-made progress rating charts, check lists, and other instruments of self-evaluation
Examination of pupils' folders containing samples of accumulated work of pupils
Teacher-made and standard tests
Pupil-teacher and parent-teacher conferences

The real evidence of progress is found in the use the pupil makes of what he is learning. Questions which could help the child and teacher measure progress are:

Is he initiating ideas which contribute to his own and to group progress?
Does he accept constructive criticism and follow through with efforts to improve?
Is he communicating in a variety of ways?
Does he take pride and interest in correct and original speech?
Is he thoughtful and considerate in oral communication?
Does he acquire a fund of facts, ideas, and vocabulary so that he can communicate effectively?
Is he relaxed and at ease before an audience and does he speak with confidence?
Is he willing to participate voluntarily in varied oral expression activities?
Is he doing well in terms of his ability?
Is he developing discrimination in the choise of literature, movies, radio, and television?

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